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the following statement is particularly exasperating: "All these open vowel sounds are produced with the vocal organs relaxed and the throat wide open; the smaller the effort, the better the pronunciation." Compare P. Passy: "*En considérant dans son ensemble le système des voyelles françaises, on remarque: . . . Qu' à l'exception des voyelles inaccentuées, toutes nos voyelles sont formées avec les muscles très tendus, non relâchés comme dans les voyelles brèves anglaises ou allemandes.*"<sup>1</sup> The remark "eu, when it is the final sound of a syllable, is pronounced a little fuller than the French *e* in monosyllables" is not at all clear. The word *médecin* is given as an example where the *e* is "feebly articulated"; but the *d* is voiceless due to assimilation with the following *c*; consequently the *e* must be silent.

Experienced teachers who want a grammar containing excellent French, interesting exercises, extensive treatment of the verb, can make good use of the *Nouveau Cours*; it would be a very satisfactory text to be used with students who have already done some French but who need a more thorough grounding in the general grammar of the French language.

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*A survey of the social and business usage of arithmetic.*—The movement to determine the school curriculum by scientific means is one of the most significant tendencies in present-day education. In this movement, Dr. Wilson's study<sup>2</sup> takes high rank. The specific purpose of his investigation is the determination of the "arithmetic actually used by adults in their social and business relations." His fundamental assumption is that one must consult adult activities to find out what arithmetical abilities the school should seek to develop in boys and girls. In accord with this assumption Mr. Wilson proceeds in thorough scientific fashion to investigate the arithmetic processes actually used by adults in their occupational and extra-occupational activities. To this end he has collected problems from the parents of sixth, seventh, and eighth-grade children in twenty-four middle western communities. The pupils in these grades were asked to collect every evening, over a period of two weeks, all the problems involving arithmetical solution which their parents had met during the day; 14,583 problems were thus secured from 4,068 persons, representing 155 different occupations.

The study shows that buying and selling furnish the great majority of the problems of adults. How to keep accounts and how to deal with problems involving percentage are other activities needing the attention of the school. It is significant that most of the problems involved only one arithmetical process.

One is convinced that Mr. Wilson's procedure is sound. However, we are not inclined to agree entirely with his conclusions.

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*A study in educational prognosis.*—Within the last two decades considerable interest has attached to the movement for the measurement of educational prod-

<sup>1</sup> P. PASSY, *Les Sons du Français*, 1913. Pp. 86, 87.

<sup>2</sup> GUY M. WILSON, *A Survey of the Social and Business Usage of Arithmetic. Teachers College Contributions to Education, No. 100.* New York: Teachers College, Columbia University, 1919. Pp. v+62.